

## CROSS-REFERENCE CHART—ELEMENTARY LEVEL TO SECONDARY LEVEL

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This chart gives a full cross-reference of Elementary level programs to Secondary level programs.

### PURPOSE OF THE CROSS-REFERENCE CHART

The Cross-Reference Chart provides an easy-to-use means of determining how skill levels and content areas in the Elementary connect to the Secondary levels. The chart can be used to identify the content to teach, as a student moves from Elementary to Secondary, in order to instruct at a level likely to ensure continuous progress. You can also use the chart to find Secondary level lessons for advanced Elementary students.

- **With New Middle School or Secondary Students**  
When secondary or middle school teachers acquire new students who have been working in the Styer-Fitzgerald Functional Academics Elementary Curriculum, they can use the Cross-Reference Chart along with the student’s printed reports to determine corresponding lessons in the Styer-Fitzgerald Functional Academics Secondary Curriculum for continuous progress.
- **Working with Advanced Elementary Students**  
If an elementary teacher has a student who is progressing rapidly and who moves beyond all the curriculum lesson recommendations in the Styer-Fitzgerald Functional Academics Elementary Curriculum, the Cross-Reference Chart makes it possible to see which lessons in the Styer-Fitzgerald Functional Academics Secondary Curriculum might reasonably be used for appropriate, continuing progress.

### HOW TO USE THE CROSS-REFERENCE CHART

1. Look at your elementary student’s Reports and Tracking to find the lesson on which the student is currently working.
2. On the Cross-Reference Chart, find the lesson(s) for the appropriate content area heading, and look in the Secondary column to locate the related secondary lesson(s).

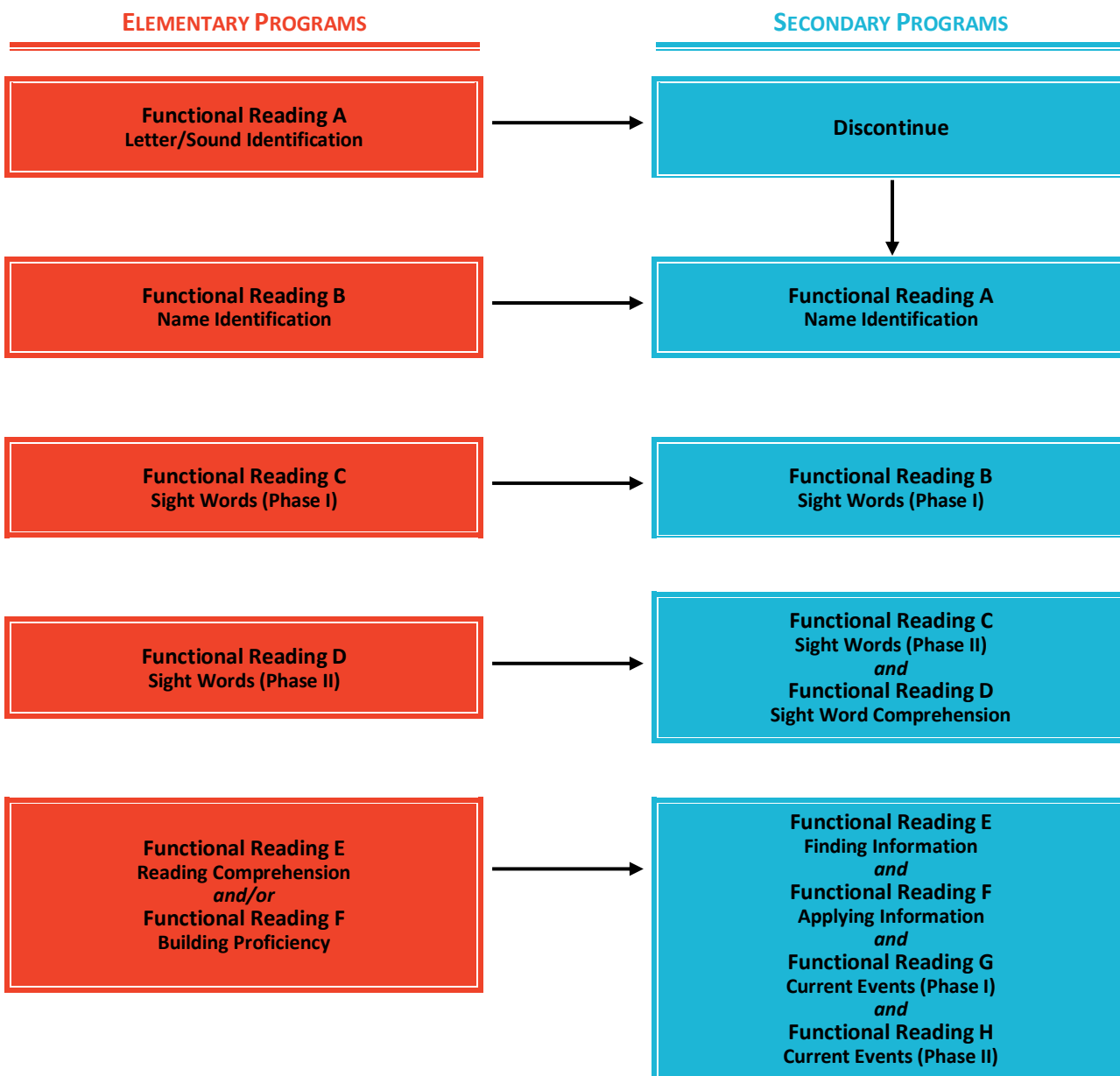
*For Example:* If you are teaching Functional Reading, and according to Reports and Tracking the student is working on Functional Reading A–Letter/Sound Identification, locate the program on the Cross-Reference Chart. When you look at the corresponding Secondary column, you see that the student should discontinue Elementary Level Functional Reading A–Letter/Sound Identification and begin working on Functional Reading A–Name Identification in the Secondary Curriculum.

Do this for each Elementary level program. Sometimes there will be more than one lesson the student is working on per content area. Follow the arrows accordingly. Use your judgment to determine how many Secondary level lessons to start with.

## CROSS-REFERENCE CHART—ELEMENTARY TO SECONDARY LEVEL

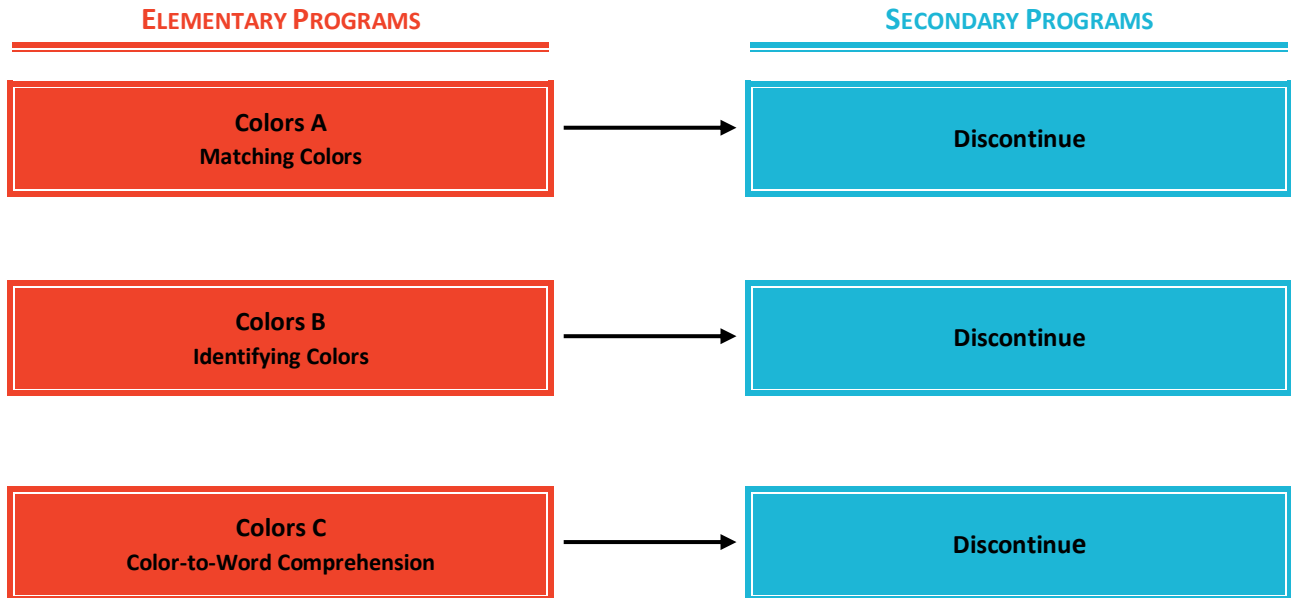
### FUNCTIONAL READING

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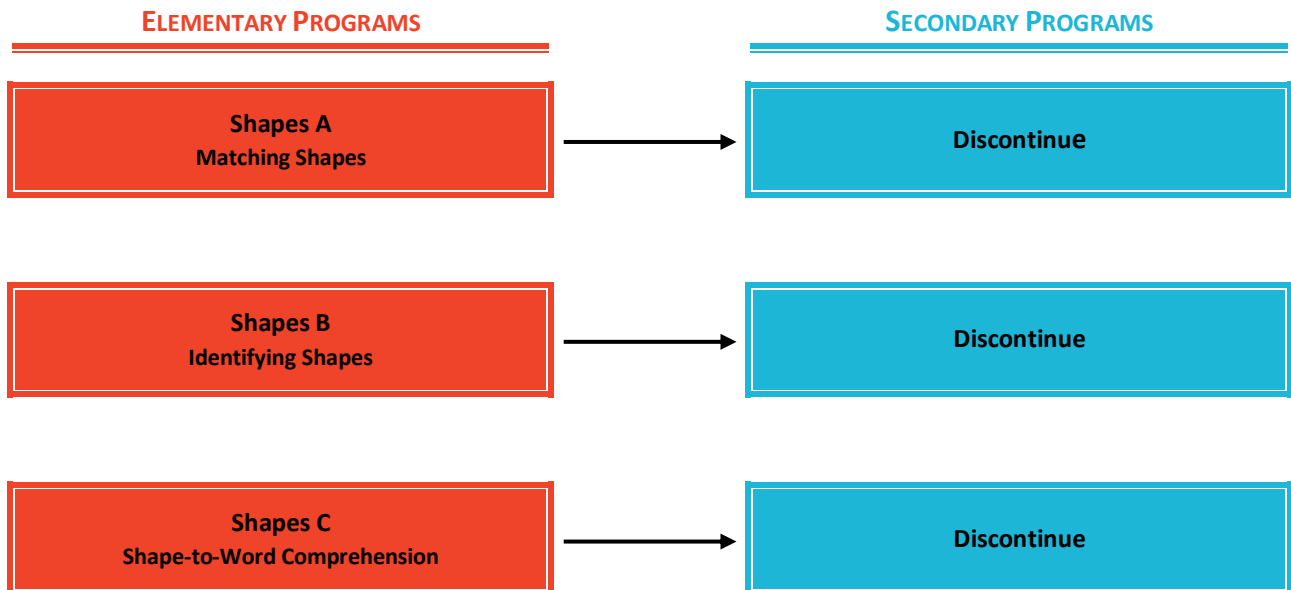
## COLORS

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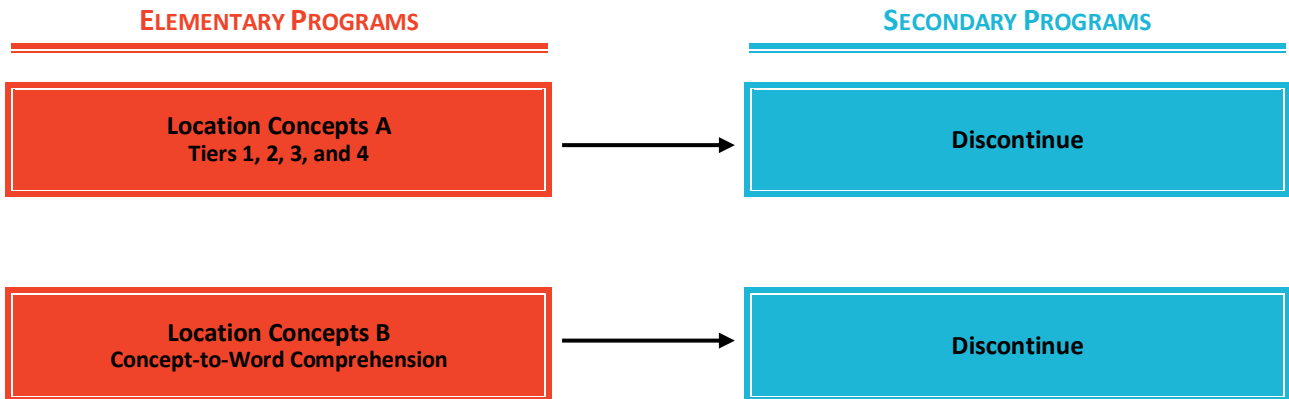
## SHAPES

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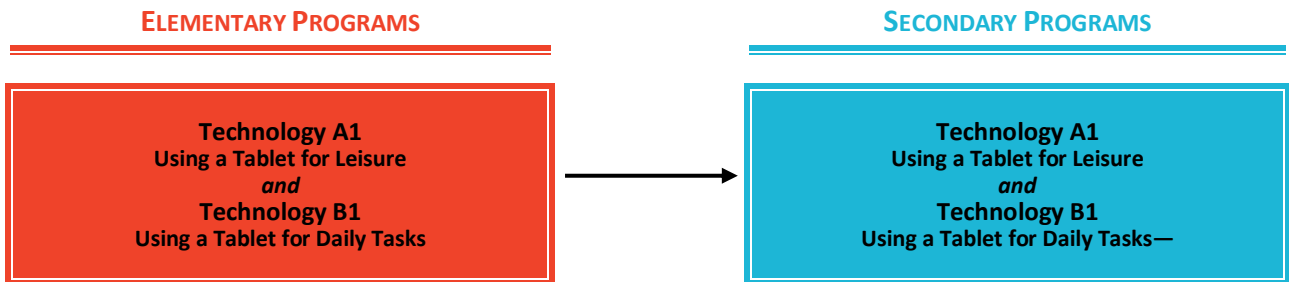
## LOCATION CONCEPTS

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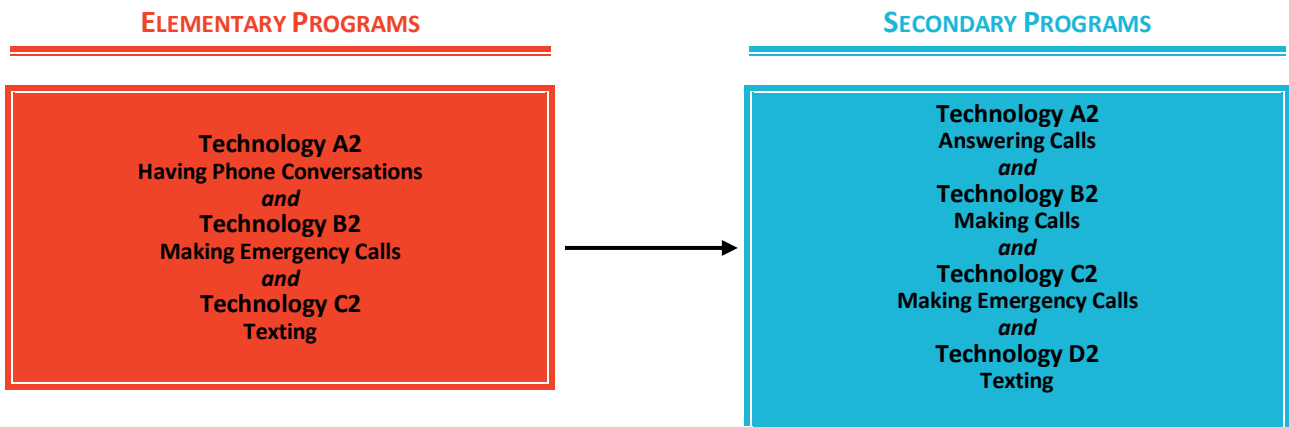
## TECHNOLOGY—TABLET

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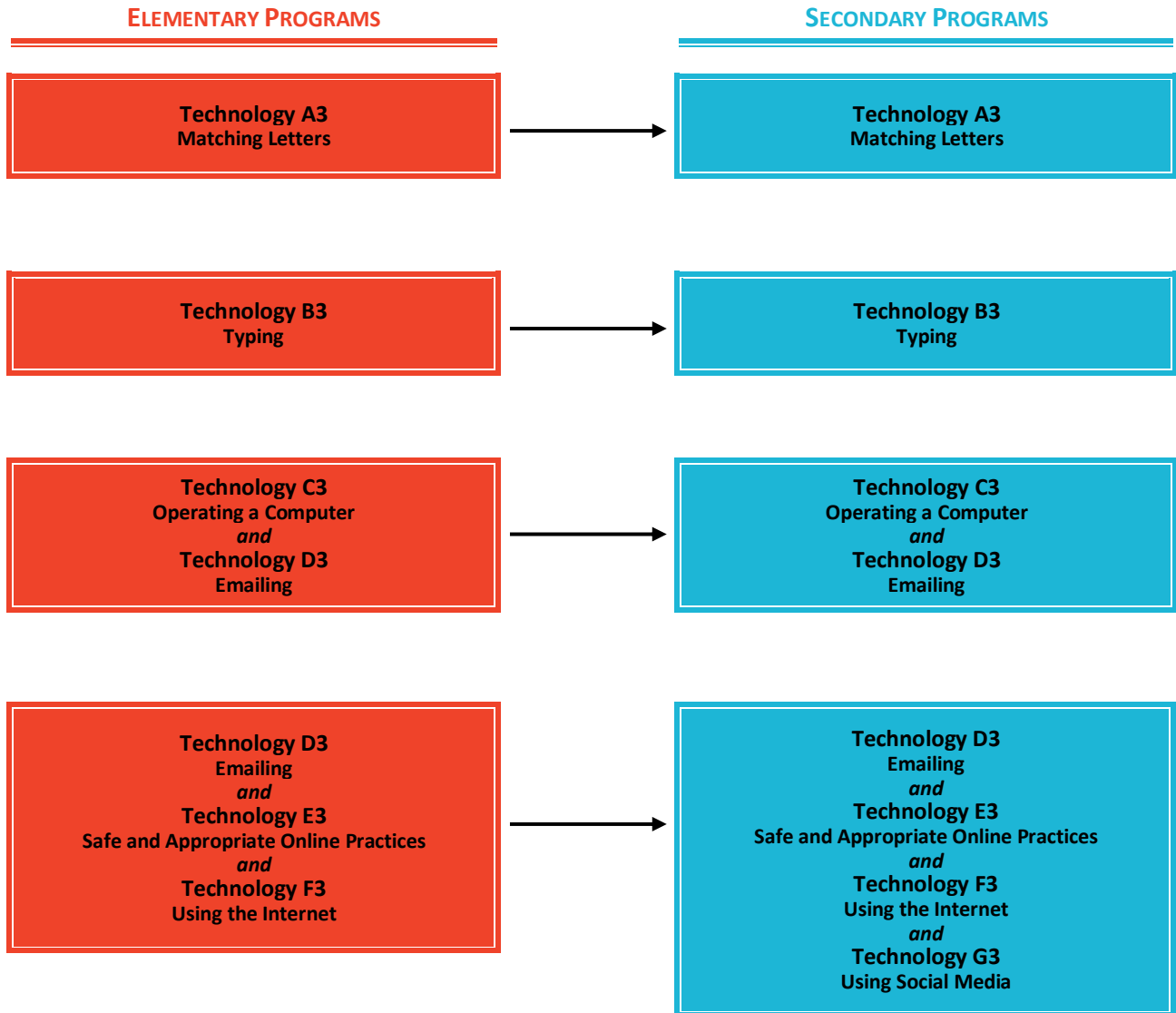
## TECHNOLOGY—PHONE

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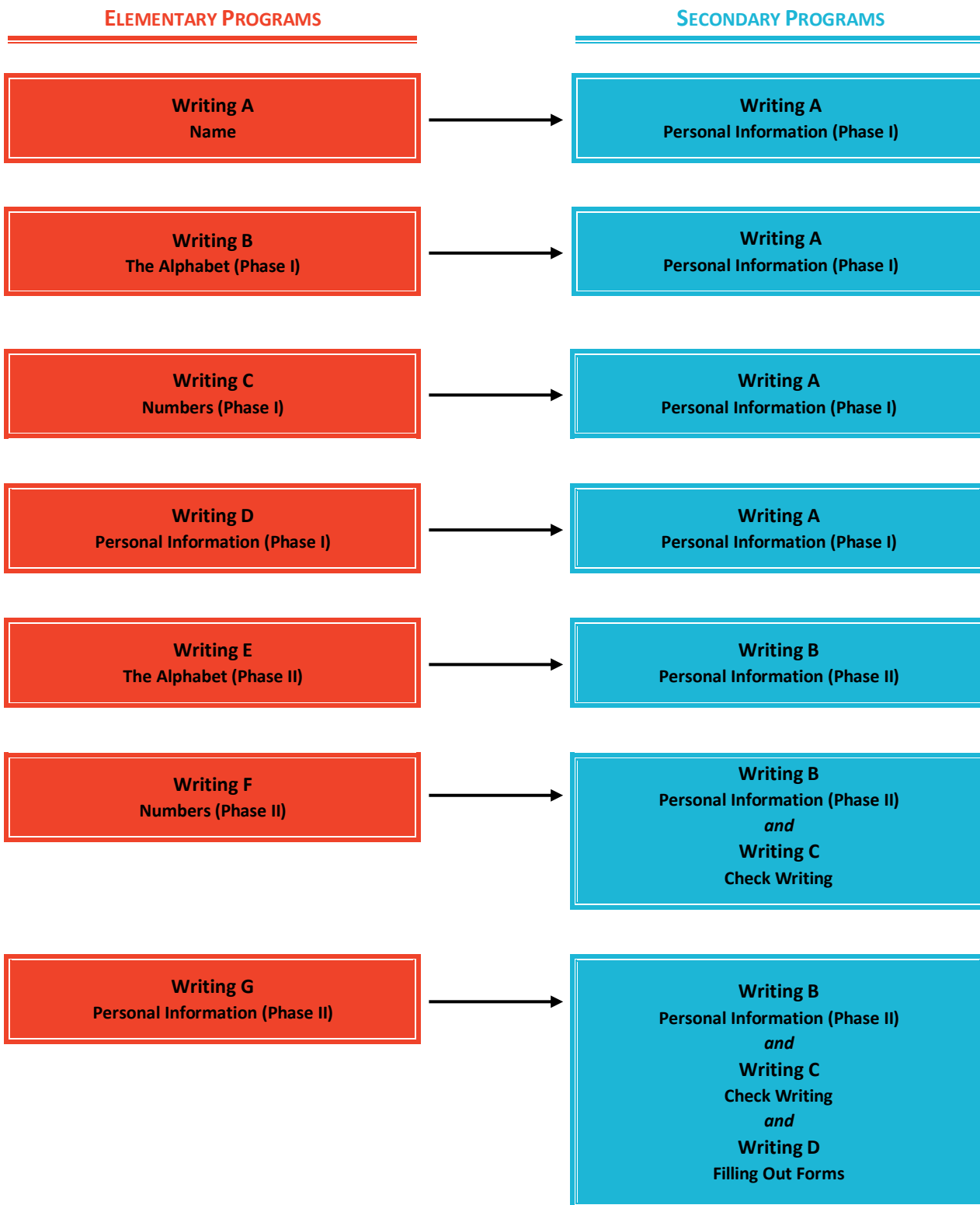
## TECHNOLOGY—COMPUTER

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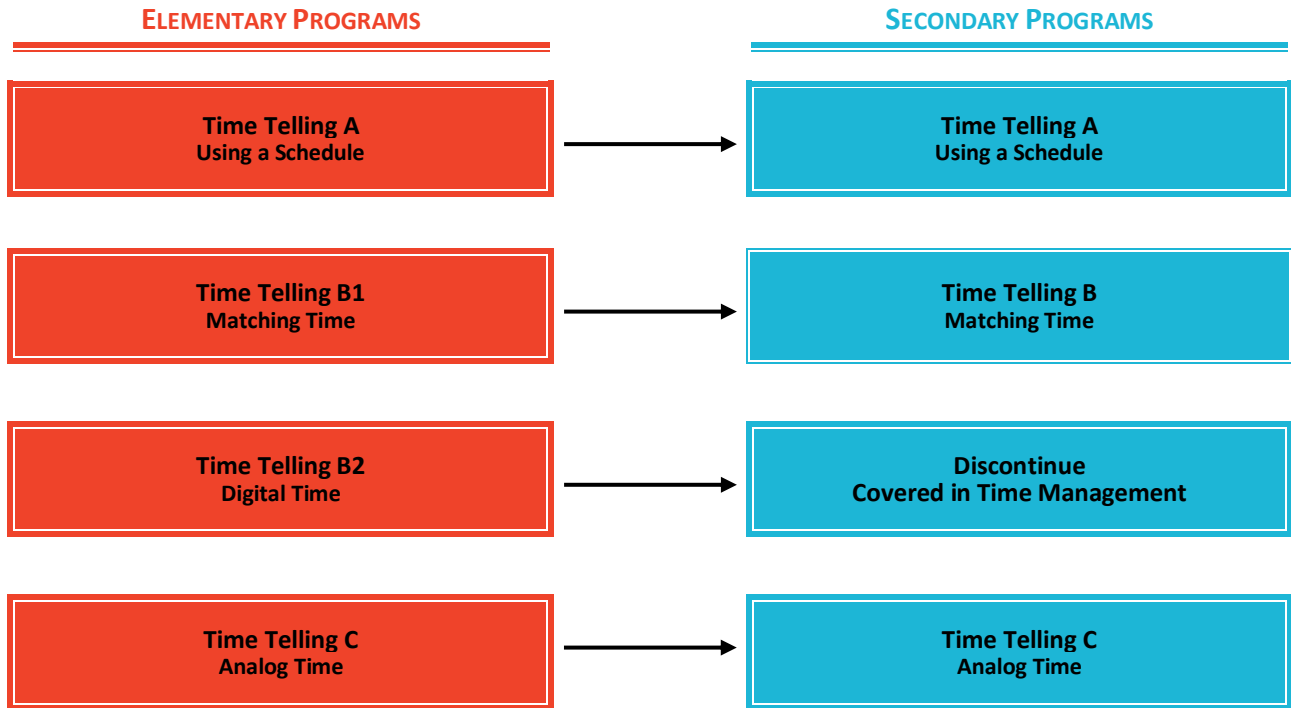
## WRITING

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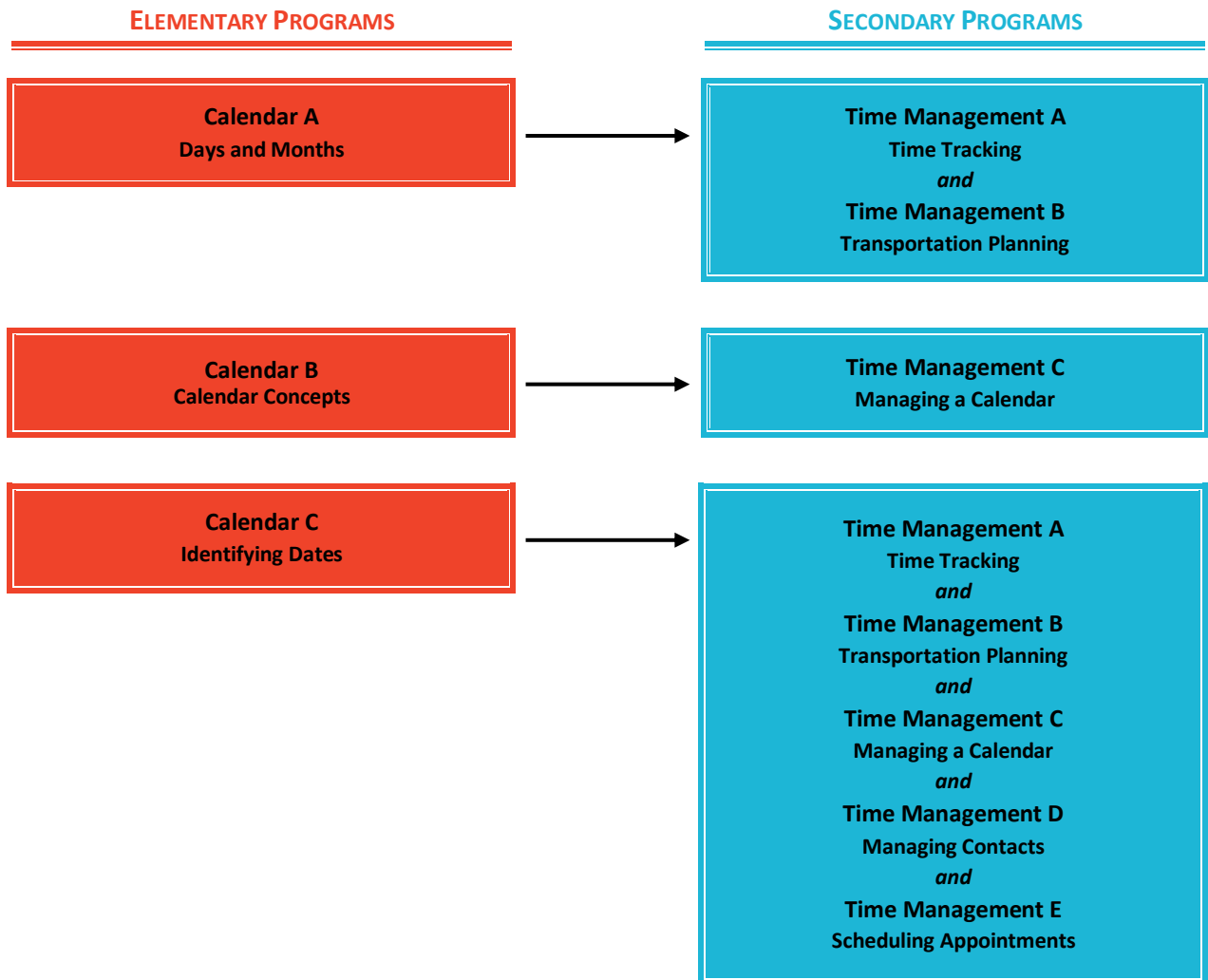
## TIME TELLING

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## CALENDAR/TIME MANAGEMENT

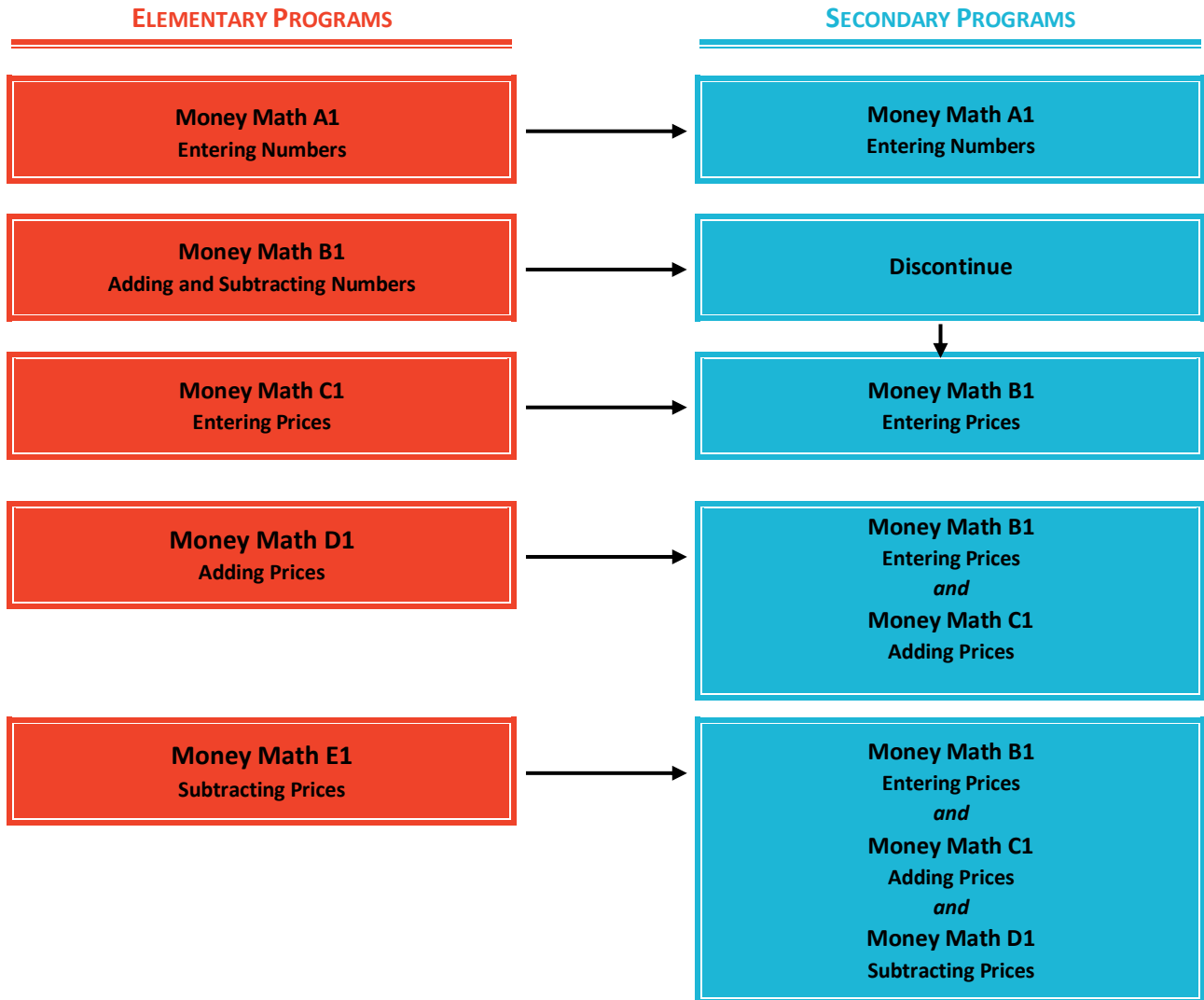
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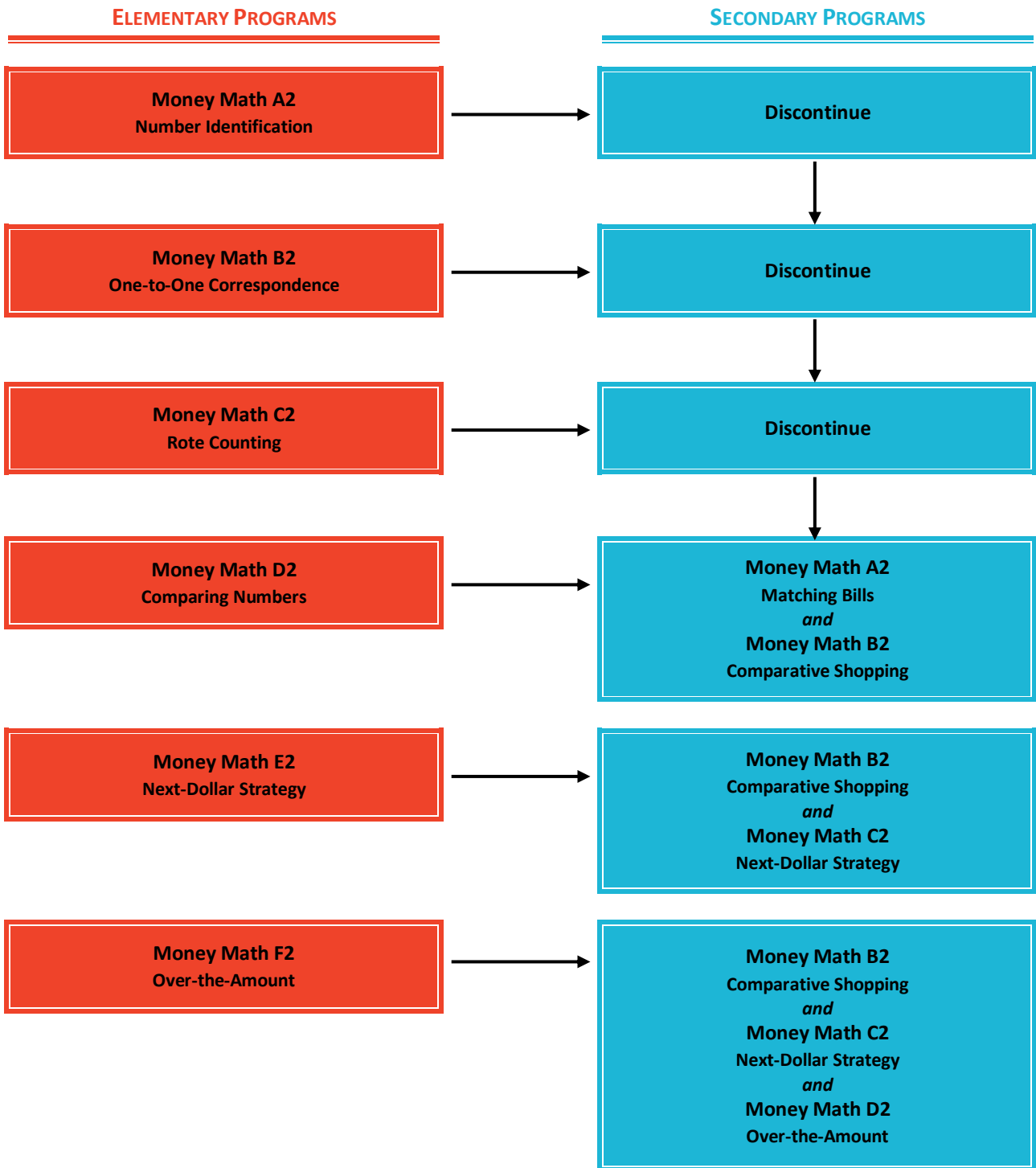


## MONEY MATH—CALCULATOR

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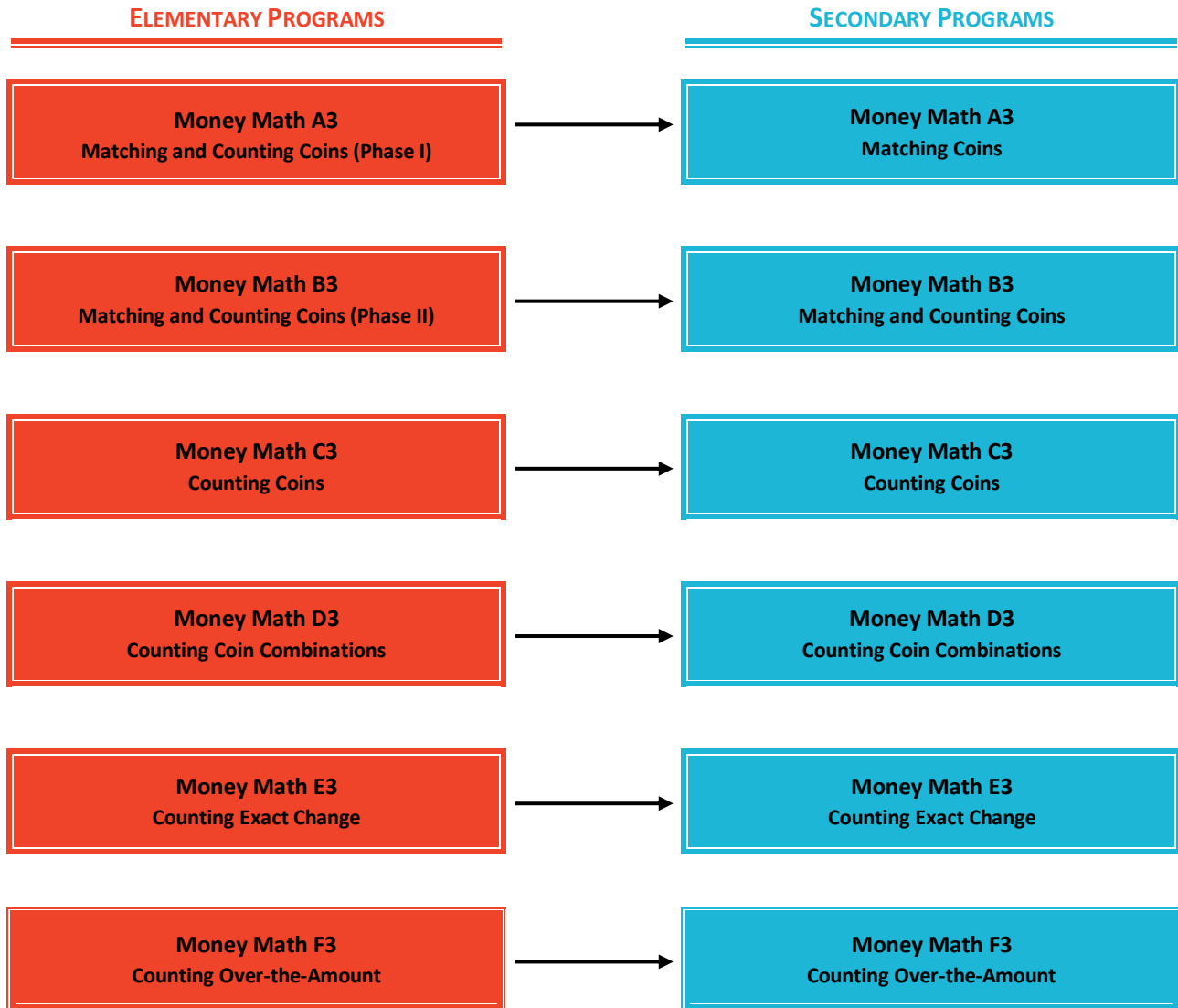


# MONEY MATH—BILLS



## MONEY MATH—COINS (OPTIONAL)

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**Budgeting and Banking** and **Prevocational** are Secondary level programs only.

**Community-Based Training** levels are appropriate to each Elementary and Secondary level.

Basic **Independent Skills** are covered at the Elementary level. The Secondary Independent Skills build on the Elementary skills and extend to the **Prevocational** section.